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ABSTRACT

The literature in this annotated bibliography was selected to identify and interpret the holistic value of physical education within the general school curriculum and to illustrate the necessity of physical education as a major course of study. The first group of studies cited in the bibliography focuses on the historical development of physical education and sports from primitive civilizations, through the influence of Greece and Europe, and developments in early American society. In the second group, the value of physical education is emphasized, with writings on its contributions to general education and on the overall importance of the goals, aims, and objectives of physical education. In the third group of studies, scientific interpretations of physical education are considered from physiological, psychological, and sociological points of view. The physical education curriculum and the future of physical education in the schools and society are discussed in the final group of writings. Viewpoints of the authors are summarized with some conclusions and recommendations. A brief bibliography of additional literature not annotated is included. (JD)

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THE NECESSITY OF PHYSICAL EDUCATION
IN TODAY'S SCHOOLS

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INTRODUCTION

Physical education is considered by physical educators a necessary and vital discipline in today's educational curriculum. Physical education is one of the few disciplines that meets the needs and enhances the educational objectives of our students and schools (Rickard 1970, Kinder 1973, Bucher 1975).

A study of history reveals that other civilizations have recognized the important place of physical education in the training of youth (Schwendenen 1942, Leonard 1947, Hackensmith 1966, Forbes 1971, VanDalen 1971). Many of the philosophical beliefs that were present many years ago are still present in the philosophical constructs of today's physical education curriculums (Laughlin 1972).

The contribution to the overall development of a physically educated individual is the major goal of physical education. The validity of physical education is expressed by this goal and its unique curriculum objectives of physical, mental, social, and emotional development.

Physical education is perhaps the only field today where true emotions are released. Philosophers, time and time again have told us the importance of having a sound mind and sound body. A person who is in good physical condition is much more mentally alert; this not only helps in our classes, but the entire education system will benefit. This should be the final goal of education - individual

total development. Physical education comes closer to this than any subject in the curriculum. (Kinder 1973:133)

In physical education, a student discovers much about himself -- his physical capabilities, his mental capacity to make accurate moves, decisions, his tolerance level and his value to the group. Physical education sets the atmosphere for learning in individuals. In physical education class, a student experiences the realization, "Together we stand, divided we fall." This togetherness breeds equality and is carried over to the English class, the math class, etc. (Davis 1978:110)

The promotion for the need of quality physical education programs at any institution level has been the thrust of many physical educators and many physical education associations. For too long a time, physical education has been reflected as a playground and a time to expend excessive energy (Luxmore 1981). Time has come for that philosophical belief to be shelved and replaced by a curriculum worth its integrity and importance.

STATEMENT OF THE PROBLEM

In today's school society, with teacher cutbacks and budgetary constraints, physical education is one of the first areas to be truncated. Many true professionals are trying to change the physical education curriculum into something more than just "gym" or "p.e.". Our students, parents, fellow educators, and administrators must recognize

physical education as one of the major disciplines in our schools today, for it is the only one true discipline that meets and enhances the educational objectives of our students and schools.

PURPOSE OF THE STUDY

The purpose of the study is to identify and interpret the holistic value and need of physical education within the general school curriculum. Also, to provide identifiable conclusions and recommendations to all concerned with regards to the necessity of physical education as a major course of study in today's schools.

ORGANIZATION OF THE STUDY

The study will focus on the historical developments of physical education, the value of physical education, the scientific interpretations of physical education, the physical education curriculum, and the future of physical education.

Annotations are arranged in the logical development of the argument.

LIMITATION OF THE STUDY

There is a considerable amount of diversification in the discipline of physical education. When speaking of physical education in general, there are numerous sub-disciplines incorporated which take into account the different classifications of activities (see Appendix A). It is for this reason, this study may not be totally conclusive.

The aim of this study is to provide "why" it is necessary for our students to be physically educated, thus, generalizations and facts for this study cover the period of physical education since the dawn of mankind to its present day programs.

GLOSSARY

AAPE -- American Academy of Physical Education (see Appendix B).

AAHPERD -- American Alliance for Health, Physical Education,
Recreation, and Dance (see Appendix B).

aerobics -- refers to those exercises or activities that place a
reasonable amount of stress on the circulo-respiratory system.
Aerobic activities are concerned with performances with oxygen,
but not to the extent where the body craves oxygen
(Kuntzleman 1970:2).

ascenticism -- self-denial of bodily desires; usually practiced for
religious reasons, but also used by some as a means toward the
end of leading a calm life (Good 1973:43).

agility -- the ability to change direction quickly and correctly while
moving at full speed (Kuntzleman 1970:5).

circulo-respiratory endurance -- the capacity of the entire body to
continue muscular exertions for prolonged periods (Kuntzleman
1970:85).

Delta Psi Kappa -- (see Appendix B).

endurance -- the ability to persist submaximal physical activity and
the ability to resist physiological fatigue (Kuntzleman
1970:132).

flexibility -- the ability to move the body parts through their full
range of motion at their joints (Kuntzleman 1970:186).

lifetime sports -- sports and activities that meet the following criteria: (1) it is a game which can be played and enjoyed throughout one's life; (2) both men and women can participate; (3) no team organization is required; and (4) facilities for play are readily available (Kuntzleman 1970:266). Synonyms: leisure time activities, carry-over sports.

locomotive skill -- the operation of any organic mechanism which enables an organism to travel from place to place (Good 1973:344).

motor ability -- the ability to execute any motor skill - athletic or not (Kuntzleman 1970:302).

motor behavior -- observable movements which are used in skilled performances (Kuntzleman 1970:304).

motor development -- the sequences of maturation in postural, locomotor, and manipulatory responses (Good 1973:176).

motor skill -- a reasonably complex motor performance for the individual, and the skill may be more complex for one person than another (Kuntzleman 1970:312).

movement education -- the study of human motion involved in positive experience concerned with body mechanics and basic movement patterns with application of these in fundamental motor activity (Good 1973:376).

muscle endurance -- the ability of the muscle or groups of muscles to persist in an activity or movement (Kuntzleman 1970:318).

overall development -- pertaining to, or characteristic of, the process of development; a general term applied to the many types or age, growth, or maturation, such as mental, anatomical, physiological, educational, or social (Good 1973:177). Synonyms: total development, complete development. See also: development.

palestra -- an Athenian elementary school where boys were given physical training (Good 1973:407).

Phi Epsilon Kappa -- (see Appendix B).

Philanthropinum -- one of the schools of the philanthropists, which attempted to apply the educational theories of Rousseau to school practice (Good 1973:419).

physical activity -- a vigorous or energetic action performed by the body (Good 1973:10).

physical education -- the program of instruction and participation in big-muscle activities designed to promote desirable physical development, motor skills, attitudes, and habits of conduct (Good 1973:422).

physical fitness -- a condition of bodily health, resistance to disease, muscle strength, endurance, and skill that permits sustained, strenuous, and efficient muscular activity (Good 1973:244).

play -- any pleasurable activity carried on for its own sake, without reference to ulterior purpose or future satisfaction (Good 1973:426).

SSDHPER -- The Society of State Directors of Health, Physical Education, and Recreation (see Appendix B).

self-testing activities -- a term applied to such physical education activities as "stunts" in which the individual competes against his previous record (Good 1973:9).

Turnverein -- an association of gymnasts and athletes; known today as the Turner Society (Good 1973:626).

ANNOTATIONS

THE HISTORICAL DEVELOPMENTS OF PHYSICAL EDUCATION

Primitive Civilizations

Eisen, George, "Physical Activity," Canadian Journal of History of Sport and Physical Education 6:44-65, December, 1975.

Eisen stated that the Old Testament is probably history's most ancient literary evidence to the fact that physical education and sport activities existed among pre-Christian mankind. Various passages make mention of physical activity and exercise around the ninth B.C. Eisen's analysis of the Old Testament with regard to sport and physical education isolated several activities serving important functional needs in Biblical Israeli society. Those activities identified by Eisen include dancing, archery, horsemanship, hunting, swimming, and running.

Hackensmith, C.W., History of Physical Education, Harper and Row Publishers, New York, 1966, 546 pp.

According to Hackensmith, primitive man received most of his exercise through the ordinary pursuits that were necessary for him to earn a livelihood. History has shown that there are certain tendencies in man that have been responsible for his formal and informal participation in physical activity. Some of the more important of these throughout history have been the search for food to satisfy hunger, the desire to protect against enemies, innate drives for mating and propagation, the urge to manipulate brain and brawn, fear of the strange and unknown, and man's gregarious nature. Hunting, fishing, warfare, dancing, and play evolved as a result of these general tendencies exhibited by man. Hackensmith noted that it is difficult to determine where primitive man's productive activity ended, and play began. Rugged games taught young men to sustain physical hardships, develop endurance, strength, and skills which were exemplified as competitive forms of play for man to become a productive member of his society.

Howell, Maxwell L., "Archaeological Evidence of Sports and Games in Ancient Civilizations," Canadian Journal of History of Sport and Physical Education 2:14-30, May, 1971.

According to Howell, the Early Dynastic period of the Sumerians (3000-1500 B.C.) is the first civilization in which archeological and written evidence of sports and games are available. Evidence described various forms of wrestling and boxing along with board game activities. The Egyptian civilization (3000-1100 B.C.) offered a wealth of activities which included acrobatics, gymnastics, children's games, juggling, wrestling, board games, and games of chance. The civilizations of the Near East included the Assyrians, Hittites, Phoenicians and Persians over the period 1600-300 B.C. Howell noted that these cultures were not as well developed as the Egyptians and a majority of their activities were centered around primitive civilizations customs and activities.

VanDalen, Deobold B., and Bennett, Bruce L., A World History of Physical Education: Cultural, Philosophical, Comparative, 2nd Edition, Prentice-Hall Inc., Englewood Cliffs, New Jersey, 1971, 648 pp.

According to the authors, during the primitive era a large extent of general education was physical education in as much as the environment made great demands on the physical conditions of man. To increase the chances of group survival, youths were educated to develop strength, endurance, agility, and skills through physical activities to withstand the rigors of life. In addition to the physical prowess, they were also expected to master communication media (dance) of bodily movement through which they could articulate their wants and fears to the invisible forces that controlled their life.

Greek Influence

Forbes, Clarence A., "Athenian Physical Education In The Fifth Century, B.C.," in The History of Physical Education and Sport, pp. 151-159, edited by Bruce L. Bennett, Big Ten Symposium, Ohio State University, Columbus, March, 1971.

Forbes stated that physical education was universal in Athens, but was not compulsory. The chief aim was mind, body, and soul. Forbes added that no other nation, ancient, medieval, or modern placed such a stress on physical education than the Greek's (Athenians). The palaestra and gymnasiums were the arenas where under the guidance of paidotribes (coaches), male children and adults took part in physical activity. These areas were only used by males and females, foreigners, and slaves were not permitted to participate. The palaestra was commonly known as the wrestling school for boys, but also included many other activities. The gymnasiums were for leisure activities for adults and those who had the ambition to become athletes and enter formal competition for prizes at local games or the four Panhellenic Games.

Forbes, Clarence A., Greek Physical Education, The Century Co., New York, 1971, 262 pp.

According to Forbes, physical education played a larger part in Greek life than it has in the life of any nation before or since. The goal of a sound mind in a sound body was the major objective of Greek physical education. For the Greeks', physical education was the center of life, the core of education, the essence of their culture, and everyone participated with the exception of women, slaves, and foreigners. Gymnastics and music were considered the two most important subjects. Music was for the intellect and gymnastics was for the body. Gymnastics, it was believed, contributed to courage, discipline, and physical well-being. Gymnastics also stressed a sense of fair play, development of the individual, aesthetic values, and the utilitarian values inherent in the activity. Gymnastic activities include running, wrestling, dancing, and throwing the javelin and discus, not for reward, but for what it would do for ones' body. Beauty of the physique was stressed and everyone participated in the nude, which motivated the development of the "body beautiful".

Leonard, Fred E., The History of Physical Education, Greenwood Press Publishers, Westport, Connecticut, 1947, 476 pp.

In Greek Sparta, the state required to secure a sound body of citizens by regulating the life of young pregnant women and to make them take part in gymnastic courses. This was to insure strong physical infants who were then brought before a council of old men, who decided whether male children should be raised upon their physical condition and promise. Leonard noted that if the male child was selected, the first six years were passed at home, and at the age of seven the boy was taken from his parents and placed into public quarters with other boys with little food, clothing and shelter. According to Leonard, this was considered a test of his capacity of endurance. The school curriculum included gymnastic instruction, wrestling, running, throwing the javelin, marching in time to music, riding on horseback, hunting, swimming, and other military exercises. At the age of eighteen he left his public quarters for military service, and because of his physical activity background, he carried on his activities in the gymnasiums.

European Influence and Developments in the United States

Seidel, Beverly L., and Resich, Mathew C., Physical Education: An Overview, 2nd Edition, Addison-Wesley Publishing Company, Reading, Massachusetts, 1978, 210 pp.

During the dark ages, Christianity flourished and with it came the rise of "asceticism", a philosophy of austere self-denial, fasting, and in extreme cases, self-torture which had a disastrous effect on the health and physical vigor on the people of this era. The physical needs of man were directly subjugated to the spiritual, and physical education suffered greatly. The Christian church emphasized the importance of the soul and placed little emphasis on the body. Christians were taught to be totally concerned about their souls and eternal salvation and not about the health and comfort of the body. Physical education and the ancient Olympic Games were abolished by Theodosius, the Christian emperor in 394 AD, because they were thought to be pagan. The belief was that evil exists in the body, and therefore it should be subordinated to the spirit which is pure.

Schwendener, Norma, A History of Physical Education In The United States, A.S. Barnes and Company, New York, 1942, 232 pp.

According to Schwendenen, the provincial period (1781-1885) was vital to all education and especially physical education. She noted that Frederich Ludwig Jahn made significant contributions to the development of physical education which are still recognized today. Jahn's development of gymnastic apparatus and curriculum programs not only developed acceptability in Germany, but also in the United States. Schwedenen noted that Jahn's programs carried on for many years because they were fundamentally functional, physiologically valuable, psychologically sound, and recreative in essence.

Rice, Emmett, A., and Hutchinson, John L., A Brief History of Physical Education, 5th Edition, The Ronald Press Company, New York, 1969, 386 pp.

The authors noted that physical education in modern European period exemplified the many reasons why programs were established in the various countries of Europe. The spirit of nationalism and the necessity of being prepared for warfare were the two leading proponents for physical education. The objectives of physical education during this period were (1) that health was more important than strength, (2) that the antidote for tension, weariness, nervous, and hard work was physical action, (3) that physical exercise was essential for optimum growth and development, and (4) that the mind and body represented a "oneness" in man and sustained and supported each other through physical activity. The authors stated that many of the goals, aims, and objectives of physical education during the modern European period were utilized to develop the education practices of present day physical education curriculums.

Zeigler, Earle F., History of Physical Education and Sport,
Prentice-Hall Inc., Englewood Cliffs, New Jersey, 1979, 284 pp.

According to Zeigler, in the eighteenth and nineteenth centuries when physical education was evolving in the United States, there were many forces influencing those concerned with the establishment of schools and the formulation of curricula. The Puritans, with their strong religious guidelines, settled in the Massachusetts Bay Colony and other areas of New England. The Dutch brought their love of skating and sledding to the area of New York. The Germans brought with them their gymnastics and the Turnverein (gymnastics association); the Swedes and Danes brought their versions of gymnastics and the scientific aspects of physical education. The British colonists imported their sporting traditions, and the French brought their appreciation for the aesthetics, their rhythmic calisthenics, and their dances. Zeigler noted that during this "melting pot" period, physical education began to assume an important role in the new American society.

Zingale, Donald P., "Attitudes and Actions of The Harry S. Truman Administration Concerning Sport and Physical Education,"
Physical Educator 31:134-137, October, 1974.

Zingale noted that Harry S. Truman was genuinely interested in the health and fitness of the nation. Even though his physical limitations hindered his physical development and sports activities, his overall interest in universal training made the greatest contribution to the historical development of physical education. Truman's administration's greatest contribution to the curriculum was in the increased time allotment and the granting of academic credit. Truman and his administration pushed for legislation creating federal subsidies for physical education which eventually died in the House Committee of Education and ruled as a concern for local government business. In 1949, because of the lack of federal backing, forty-one states created some sort of legislation requiring physical education in the schools curriculum.

THE VALUE OF PHYSICAL EDUCATION

Contributions To General Education

Barrow, Harold M., Man and Movement: Principles of Physical Education, Lea & Febiger, Philadelphia, Pennsylvania, 1977, 382 pp.

According to Barrow, physical education must be acknowledged as an integral part of the total educational spectrum and that education plays a dominant role in shaping society. Physical education concerns movement. When movement is combined with play, it forms an educational medium that serves the needs of the individual and society. A symbolic relationship exists between these two groups in which one extends and reinforces the other. Barrow viewed physical education as shaping into the same goals of education. Barrow also noted that there are three primary responsibilities education and physical education has to society. The first is that the ultimate purpose of education in a society is the perpetuation of that society's social and cultural heritage, educate the individual. Second is the responsibility of helping new generations adjust to the demands of that heritage, adjustment of individual into his culture. Third is the paramount responsibility of education to discover new knowledge and relationships along with values that will persuade man to resist this threat to survival and paths of destruction that he has created for himself. The individual attainment of knowledge and value will encourage him to seek new directions and experiences.

Bucher, Charles A., Foundation of Physical Education, 7th Edition, C.V. Mosby Company, St. Louis, Missouri, 1975, 598 pp.

Bucher noted that physical education has many contributions that can be achieved through the cognitive, affective, and psychomotor objectives. The cognitive domain contributes to academic achievement, to an inquiring mind, the ability to read, write, and speak effectively, and a knowledge of exercise, health, and disease. The affective domain contributes to an appreciation of beauty and directing one's life toward worthwhile goals. The psychomotor domain contributes to skill development as a participant and spectator in various sports and leisure time activities and also the resources for utilizing leisure hours in mental and cultural pursuits. Bucher stated that physical education is a medium that not only contributes to the cognitive, affective, and psychomotor objectives, but it also makes sufficient strides in shaping the student for his future role as a member of society by utilizing the Educational Policies Commission's list of objectives of self-realization, human relationships, economic efficiency, and civic responsibility.

Davis, Howard, "Physical Education and Its Contribution to Equality In Education," Journal of Physical Education 71:110-111, May/June, 1973.

Davis asserted that physical education provides unlimited opportunities for individuals to gain acceptance among peers, promote sportsmanship, promote honesty, stimulate quick thinking, accuracy, and bring out the hidden potentials that have favorable effects on other disciplines. Davis emphasized the greatest contribution physical education has is the "carry over value" into other disciplines. Successful experiences in physical activity not only pleases his peers, but makes the participant desirous in improving his educational skills so he can communicate explicitly and concretely with others.

Elkins, Wilson, W., "Physical Education - Part of the General Education Program," Journal of Physical Education and Recreation 32:25, February, 1961.

Elkins noted that the purpose of physical education is to develop the potential abilities of each individual. He stated that care must be taken and given to the interdependent parts which taken together make up the sum total. He added that it is exceedingly important because of the many dependent parts that physical education be included in any general program designed to improve our human resources. Elkins concluded that if the general curriculum does not include a program of physical development and the essentials of good health, then these will be neglected by the student and will not be adequately supplied by the home or other agencies.

Luxmore, James, "An Administrator Looks at Physical Education," Journal of Physical Education and Recreation 52:31, February, 1981.

Luxmore reported on two contrasting attitudes toward physical education programs. The first attitude dealt with the physical education program as just an "energy release activity", in which the attitude of "here's the ball and play" concept is clearly sounded out. The second attitude which he favors and promotes is that of an "energy release activity" combined with formal direction and competitive spirit. He soundly believed that when the physical education program utilizes and achieves the same type of attitude, the discipline of physical education will become a recognized and viable part of the total educational program. He concluded that these attitudes will assist students in attaining knowledge, skills, and personal attitudes necessary for personal growth and participation in society today and tomorrow.

Wasserman, Burt, "New Directions in Physical Education...Skill Acquisition," Physical Educator 31:133-134, October, 1974.

According to Wasserman, one of the main contributions a school's physical education program can make is in the development of a variety of physical activity skills to their students. Skills provide such essential human needs as recognition, belonging, and the joy of accomplishment which compliment to the total development of the individual. Wasserman noted that the development of a wide variety of activity skills (i.e., golf, archery, volleyball) for each season of the year will contribute to year-round and life-long physical fitness. He asserted that if skills are promoted properly and have positive tenants, not only will the individual participate during school hours, but will also be active on his own after school, on holidays, during vacation periods, and throughout life. Wasserman concluded that one criterion of a good program is what students do away from school, and skills will help them ensure that leisure time is spent in a constructive manner.

Importance of Physical Education

Bailey, D.A., "The Growing Child and the Need for Physical Activity," in Child in Sport and Physical Activity, pp. 81-93, edited by J.G. Alvenson and G.M. Andrew, University Park Press, Baltimore, Maryland, 1976.

Bailey reported that physical activity is necessary for children. In his study on children and their need for physical activity, he concluded that (1) physical activity is necessary to support normal growth in children. (2) Inactivity, as a youngster, can have a bearing on the fundamental capacity of a mature adult and may directly relate to a number of adult health problems. (3) To ensure adult participation in activity, motivation toward activity should be developed at an early age, (4) learning in the classroom may be enhanced and supported by participation in activities outside the classroom.

Carlson, Gerald P., "Physical Education Is Basic," Journal of Physical Education, Recreation, and Dance 53:67-69, January, 1982.

Carlson noted that the Vanves experiment of "one-third time" for daily physical education has made significant contributions to the discipline of physical education. Carlson reported the following results of the experiment: (1) doctors and educators believed physical activity is an integral part of education and may even be the main part, (2) the experimental group of "one-third time" had better performance academically and were less susceptible to stress, (3) the experimental group matured more quickly and were more independent, (4) the experimental group could be expected to accept the social way of life more easily, (5) the experimental group showed fewer transition problems between elementary and secondary schools, (6) the experimental group was in better health, stronger, less tired, and keener, and (7) the experimental group reported very few discipline problems. Carlson concluded that these experiments clearly illustrated that physical education is basic to a successful academic program, thereby supporting the need for physical education in schools.

Gallahue, David L., "Why Children Play," Physical Educator 33:114, October, 1976.

Gallahue noted that play is serious business to children. Play activities are the way in which children experiment and explore the world around them. Play provides a medium through which children discover how to cope with the tasks of life, to master new skills, and to gain confidence in themselves as worthwhile individuals. Gallahue stated that through play, children learn the basic patterns of living by creating and imagining various roles, feelings, attitudes, and emotions that are necessary outlets for normal growth and development.

Hanson, Margie, "Directions and Thrusts," in Dimensions of Physical Education, pp. 150-153, edited by Charles A. Bucher, C.V. Mosby Co., St. Louis, Missouri, 1974.

Hanson stated that physical activity was a wonderful way to enrich the lives of students and educate them as they grow and develop. The physical education period is a laboratory for many types of learning experiences and a model where students develop healthy attitudes toward social relationships, learn to value, interact, observe, think, and create. Hanson noted that physical education assists students in learning to communicate, to express ideas, and feelings through movement activities.

Kinder, Thomas M., "Justification of a Physical Education Program,"
Physical Educator 30:132-133, October, 1973.

According to Kinder, physical education is an important and integral part of the total development of each student. By total development, Kinder described the physical, mental, social, emotional, and to a degree the moral aspects of the individual are developed through physical education and its related activities. Kinder noted that a curriculum without physical education allows its individuals, community, and society to become weak and listless. Kinder concluded that physical education comes closer to the total development of individuals more than any other subject in the curriculum because of its unique goals and objectives.

Martens, Fred L., "Daily Physical Education - A Boon to Canadian Elementary Schools," Journal of Physical Education, Recreation, and Dance 53:55-58, March, 1982.

Martens noted that daily physical education in Canada has evolved from the French Vanves Project. National and regional studies throughout Canada have indicated that daily physical education is an effective learning medium for changing attitudes and sharpening the intellectual processes. It was also noted through these studies, that students were generally healthier, happier, keener. There were fewer discipline problems than in the conventional program. Martens reported that nearly 95% of the Canadian student body involved in daily physical education have a higher regard for the physical education discipline, and educators have reported on the positive effects of student attitudes related to physical fitness, toward the school, and in student self-concept.

Nixon, John E., and Jewett, Ann E., An Introduction to Physical Education, W.B. Saunders Company, Philadelphia, Pennsylvania, 1974, 379 pp.

According to the authors, physical education is a very important part of the education process. It is not a "frill" or an "ornament" that has been tacked onto the school program as a means of keeping students busy. It is, instead, a vital part of the educational scheme. Through a well directed physical education program, students develop skills for the worthy use of leisure time, engage in activity that is conducive to healthful living, develop socially, and contribute to their physical and mental health.

Goals, Aims and Objectives of Physical Education

Benveniste, Sam, "A Case for Physical Education," Physical Educator 28:43-45, March, 1971.

Benveniste emphatically stated that physical education does much more than let the body develop; it also assists in the entire development of the whole being. Through movement and physical activities the beneficial effects of psychomotor development occurs, and if the mind is active at the same time, it is not only the development of the body, but of the mind. This is the goal of physical education. The emotional, social, and intellectual characteristics are totally involved when participants create or participate in any type of movement or physical activity.

Gallahue, David L., "The Aims of Physical Education," Physical Educator 28:170, May 1971.

Gallahue stated that there are two basic aims of physical education which are learning to move and learning through movement. The aim of learning to move focuses on helping each individual learn how to use his/her body more efficiently and effectively through a wide variety of physical activities. The aim of learning through movement recognized that physical education can have a positive contribution to the many cognitive and affective objectives. According to Gallahue, while individuals are learning to move, there are numerous opportunities to help them learn through movement. The cognitive and affective objectives are closely related and completely intertwined with the individual's motor development and movement behavior. These aims are focused at the total individual through directed physical activities which affect the physical, social, mental, and emotional growth and development of each individual.

Rickard, Rodger S., "Distinction - Or Extinction?," Physical Educator 27:75-76, May, 1970.

Rickard claimed that the youth of America are clamoring for a meaningful and worthwhile education and existence. The physical education curriculum has the foundation upon which it can make great contributions towards this goal. In achieving the focal learning of physical fitness, motor skill development, high skill development, self-expression, growth and maturation, and perceptual-motor development, this meaningful claim can be accomplished. The worthwhile existence claims are accomplished through concomitant learning such as self-transcendence, self-discovery, self-actualization, knowledge, and meanings. According to Rickard, physical education is important because if the concomitant and focal learnings are not accomplished in physical education, they will not be accomplished or achieved elsewhere in the schools' program.

Shelton, Jerry W., "Physical Education in Perspective," Physical Educator 28:67-69, May, 1971.

Shelton stated that physical education is a vital part of our educational curriculum, one which contributes to the aims and objectives of general education. He noted that one of the major attributes of physical education is that it is a multi-purpose discipline. Through the many varied physical activities, it allows individual contributions to the development of motor skills, physical development, development of mental faculties, enhancement of social attributes, and constructive use of leisure to its participants. Shelton concluded that only through a multi-purpose discipline, like physical education, can the concern for "total" or "complete" growth and development of each individual be accomplished in our schools.

SCIENTIFIC INTERPRETATIONS OF PHYSICAL EDUCATION

Physiological Considerations

Bailey, James A., and Field, David, Physical Education and the Physical Educator, 2nd Edition, Allyn & Bacon Inc., Boston, Massachusetts, 1976, 372 pp.

It is principally through moving the human body that physical education accomplishes its objectives of intellectual and social development, promotion of a favorable self-image, and experiences in the democratic process. Physical education is unique in that it is the only subject in the curriculum which concerns itself with improvement in the functions of the body through physical activity. The authors stated that a thorough understanding of the human body leads to an understanding of the unity of man. The authors exemplified this by stating that when an individual's mind is influenced, it influences his emotions, which influences his physiological process, thereby substantiating the quality and quantity of his movement patterns. The by-products of movement patterns are the numerous objectives of physical education (i.e., endurance, strength, agility, power, and speed).

Branta, Crystal Fountain, "Physical Growth and Motor Performance," Journal of Physical Education, Recreation, and Dance 53:38-40, May, 1982.

Branta noted that physical educators must have thorough understanding of student physical growth, biological maturity, and motor prowess if they're going to help students gain any proficiency in motor skill development. Branta described the four phases (i.e., infancy, childhood, adolescence, and adult) of development and the physical and maturation characteristics associated with each phase. Branta emphasized that physical educators must recognize that all children regardless of physical size and maturation level, have the opportunity to develop motor skills to their potential. Branta concluded that only through complete understanding and awareness of student growth and development, physical educators will ensure that each student member has all the possible potential for motor performance success.

Haywood, Kathleen, Motor Development, American Alliance for Health, Physical Education, Recreation, and Dance, Reston, Virginia, 1978, 54 pp.

Haywood stated that basic skills are fundamental to successful participation. Many areas including fitness, instruction, and practice are necessary to develop good basic skills. She noted that fundamental movements are classified in four categories which include (1) locomotive skills (i.e., walking, running), (2) non-locomotive skills (i.e., bending, pushing), (3) manipulative skills (i.e. kicking, throwing), and (4) perceptual-motor skills (i.e., skills requiring coordination, areas that help the performer perceive and react to various activities). Haywood noted that levels of mastery must be reached at each level to assure successful basic skill development. As children grow and develop they should be able to successfully participate in more complex patterns of movement and games. Basic locomotive skills are usually mastered at two, but high locomotive skills (i.e., leaping, skipping) may not be mastered until age eight or ten. Refinement of complex physical skills can only be accomplished by visual perception skills which must be developed at the elementary level.

Kuntzleman, Charles, T., "Fitness Considerations-The Physiological," Journal of Physical Education 74:80-82, March/April, 1977.

Kuntzleman noted that physical education programs must emphasize six essential components, particularly circulo-respiratory endurance, flexibility, proper body weight and composition, muscular endurance, muscle strength, and joy of living. In activity, to achieve these components, the activity should be formed into three basic elements. A warm-up, preparation for bodily activity, a peak period, conditioning of heart and lungs and the burning of sufficient calories, and a tapering off period, allowing the body to return to normal resting state. The warm-up period allows the circulatory pathways to open to the muscles being used and to raise muscle temperature to help facilitate biomechanical reactions that supply energy to muscle tissue. The peak period involves high intensity activities (i.e., soccer, jogging) that escalate cardiovascular conditioning and the burning of sufficient calories. The tapering off period is the warm-up period in reverse, with the objective of preparing the body to get back to its normal resting state. During this period the individuals go from high intensity to low intensity activities (i.e., walking, easy-jogging) to reduce the likelihood of light-headedness and blood pooling, the tendency of blood to deposit or pool in muscle and veins.

Kuntzleman concluded that physical education programs that take the fitness considerations seriously give their students a program that can be valued and one that is less likely to cause health problems.

Matthews, Donald K., and Fox, Edward L., The Physiological Basis of Physical Education and Athletics, W.B. Saunders Company, Philadelphia, Pennsylvania, 1971, 413 pp.

According to the authors, there are several physiological principles for determining physical education activities. These principles include (1) a program that provides ample opportunity for a wide range of movements involving the large muscles, (2) facts related to the growth and development of children, (3) knowledge of differences in physical capacities and abilities found among students, and (4) to meet the needs of physical fitness and related principles through a sound physical education program. The authors noted that when these physiological principles are utilized the specific goals of the program are met and the interest of the students sustained.

Psychological Considerations

Curry, Nancy L., "Self Concept and the Educational Experience in Physical Education," Physical Educator 31:116-119, October, 1974.

Curry reviewed three areas under the teachers control that assists in achieving student self concept. These areas include (1) attitudes, (2) organization, and (3) methods. Teacher attitude, which is positive and encouraging, sets the tone for student self concept. Negative remarks or non-verbal cues reinforce the failure in an activity and a lost learning experience for the student. Teacher organization, which allows students to choose teams, destroys the self concepts of those chosen last. Organization methods that keep from picking friends, best athlete, or most popular will aid in developing everyone's self concept. The area of teaching methods should provide opportunities for all students to try and experience new things and success. Curry noted that there is very little thought given to the kinds of students who will be in the class and the needs of each individual. Curry concluded that to develop positive self concept in students, it will mean positive teacher attitudes, structured and organized programs, and physical activities that are in abundance and varied.

Lorch, Harold A., and Deutsch, Donna M., "Toward Understanding A Nonphysical Value," Physical Educator 28:153-154, October 1971.

According to the authors, physical activity is relaxing to the mind, improves the mental tone, and assists in maintaining the mental health of an individual. The authors noted that an interesting game or activity takes the mind off one's self and concentrates it on the outward interests. The involvement in an activity permits the release of "pent-up" emotions through socially approved channels which provide for self-expression. Activity is a means of satisfying primitive urges and wishes for new experiences, security, response, recognition, and participation. Physical education is a happy medium of developing confidence and obtaining joys and satisfactions that come from successfully completed tasks.

Pangrazi, Robert, "Physical Education, Self-concept, and Achievement," Journal of Physical Education, Recreation, and Dance 53:16-18, November/December, 1982.

There's no other area or discipline where success and failure are so easily noticeable to the individual and others as well, than in physical education. It is important to recognize that if activities and experiences are arranged to increase the probability of success then the student will develop or add to a more positive self-concept. When this development takes place it then allows for personal growth that will stimulate achievement, enhance fitness and appearance, and lead students toward accepting responsibilities for their own actions. Pangrazi identified seven suggestions that will allow or stimulate a positive self-concept which include (1) helping students evaluate abilities realistically, (2) establish an atmosphere which allows students to practice individually and progress accordingly, (3) emphasize physical fitness, (4) arrange for group participation (make him wanted), (5) instruct in a meaningful progression, (6) teach students how to praise themselves and others, and (7) expect students to succeed. The author stated that physical education offers a unique medium for establishing a foundation to promote self-concept through which it can enhance the learning process in other curricular areas.

Polidoro, J. Richard, "The Affective Domain: The Forgotten Behavioral Objective of Physical Education," Physical Educator 32:136-138, April, 1975.

Polidoro noted that all three learning domains are essential for the overall development of a physically educated person, but viewed the affective domain as a neglected area by most physical educators. Polidoro proposed a five stage model that would effectively foster the development of positive feelings regarding physical activity. He noted that physical education activities must have positive affective states such as joy, happiness, elation, and satisfaction for students to internalize that process into one's philosophy and value of life. Allowing students to become more participatory in evaluating the effectiveness and relevance of the physical education program shows their interest and sufficiently motivates them to continue on through other desired activities. Polidoro concluded that students who develop positive feelings towards physical activity are those more likely to remain physically active throughout life.

Warren, William E., "Physical Education and Happiness," Physical Educator 29:19-21, March, 1970.

Warren noted that the key to successful participation in physical education is a curriculum designed for its participants to achieve happiness. Utilizing Stephen Strasser's phenomenological study on happiness, Warren concluded that six areas of psychological satisfaction must be prevalent in the physical education curriculum. These areas include happiness as (1) contentment, (2) change, (3) harmony, (4) rapture, (5) deliverance, and (6) transcending anticipation.

Sociological Considerations

Austin, Dean A., and Brown, Marty, "Social Development in Physical Education: A Practical Approach," Journal of Physical Education and Recreation 49:81-83, February, 1978.

The authors designed a social development program because research has indicated that this outcome was not being met in our schools. The program was developed to reinforce positive behavior, good sportsmanship and teamwork, and penalize negative behavior, sore-loser syndrome and lack of enthusiasm. There were nine behavioral areas

which included (1) Organization, selecting own teams, (2) Enthusiasm, (3) Effort, (4) Sharing responsibilities, assuming different roles, (5) Reactions to officials' decisions, acceptance or nonacceptance, (6) Officials' performance, designated by each team, (7) Officials' ability to keep accurate score, (8) Winners' reaction and (9) Losers' reaction. Subjective scoring was utilized with pluses given for positive behavior, minuses given for negative behavior and no score given for apathy. The authors conclude that children are generally more considerate of each other, have more respect for their own abilities, tend to show a greater ability to function cooperatively within a group, and a willingness to make compromises.

Bain, Linda L., "Socialization into the Role of Participant: Physical Education's Ultimate Goal," Journal of Physical Education and Recreation 51:48-50, September, 1980.

Bain viewed the social development as the ultimate goal in achieving a physically educated person. The author utilized a process-product method at each level of education to attain this goal. The process begins at the elementary level with daily activities, a variety of activities (uninstructed), mass participation, and the use of adults as role models. These types of processes lead toward a positive feeling about the activity and one's self. At the junior high level these processes are reinforced through more informative activities and skills as well as knowledge about fitness and health as applied to these skills. The by-products attained at this level are more positive feelings and understandable skill development. At the senior high level, the processes become more aligned with advanced instruction and transforming the required participation into voluntary participation. The final product is still the accent on positive feelings about one's self and activity, but also the development of making participation part of their personal life styles. The author notes that as the socialization process occurs it will provide the students the opportunity to learn skills, strategies, customs, expectations, and folklore surrounding specific activities which one finds enjoyable and sustaining.

Dumazedire, Joffre, "The Point of View of a Social Scientist," in International Research in Sport and Physical Education, pp. 212-217 edited by E. Jokl and E. Simon, Charles C. Thomas Publishers, Springfield, Illinois, 1964.

Each individual has certain basic social needs that must be met which include (1) feeling of belonging, (2) recognition, (3) self-respect, and (4) love. When these needs are met, the individual becomes well adjusted socially and this is one of the basic objectives physical education has to offer. Dumazedire stated that the individual who is happy, is much more likely to make the right adjustment than the individual who is morbid, sullen, and in an unhappy state of mind. When physical education activity provides successful experiences, it in turn instills happiness which reflects friendliness, cheerfulness, and a spirit of cooperation, all of which help an individual to be content and conform to the necessary standards that have been established.

Kenyon, Gerald S., "Fact and Fancy: Sociological Considerations," in Anthology of Contemporary Readings, pp. 195-201, edited by Howard S. Slusher and Arlene S. Lockhart, William C. Brown Publishers, Dubuque, Iowa, 1975.

Kenyon reported that play experiences offer an opportunity for rich social experiences. These experiences assist in rounding out an individual's personality, in helping the individual to adapt to the group situation, in developing proper standards of conduct, in creating a feeling of belonging, and in developing a sound code of ethics. Kenyon concluded that through play experiences an individual experiences behavioral traits that are characteristic of a democratic society and because of the natural human drive for play he will be more willing to abide by the rules, accept responsibilities, contribute to the welfare of the group, and respect the rights of others.

THE PHYSICAL EDUCATION CURRICULUM

Required versus Elective Program

Grebner, Florence, "Voluntary Participation in Physical Activities,"
Physical Educator 32:24-25, May, 1975.

If pre-school and elementary school physical education programs afford their students to be truly physically educated, the need for required physical education programs at the junior and senior high school level may be aborted. Grebner stated that students who are given the opportunity for electing areas of study and selecting activities within, might well be establishing positive patterns of self-motivation and self-actualization which enhances the total development of the student in the overall school program.

Lewis, George T., "A Rationale for Elective Physical Education,"
Physical Educator 31:127-128, October, 1974.

Lewis identified four student behavioral patterns as a basic rationale for elective physical education. According to Lewis, rejection, rebellion, submission, and enthusiasm are the behavioral patterns which determine student attitudes toward physical education. Student behavioral patterns of rejection, rebellion and submission are negative patterns that sabotage the efforts of the physical education instructor. Lewis stated that these negative patterns have given physical education a poor image and by removing the requirements of physical education it will eventually allow for more congruency of the programs goals and objectives. Lewis stated that the general goal of education is the positive development of the individual and the behavioral pattern of enthusiasm provides the environment for learning in a positive setting. The enthusiasm behavioral pattern allows elective physical education to progress where the teacher and student together plan goals and objectives.

Sanborn, Marion A., and Hartman, Betty G., Issues in Physical Education, Lea & Febiger, Philadelphia, Pennsylvania, 1964, 221 pp.

The authors noted that when physical education requirements are dropped it is always those who need physical activity the most who fail to take elective physical education. It was noted that the weak, the inept, the inexperienced, and the uncoordinated are generally not found in elective physical education. They stressed that health and fitness cannot be stored, but must be maintained on a day to day basis, thus the required program. Health and fitness are the foundations for the development of abilities and competencies leading to a richer life, and everything possible should be done to maintain them at a high level. The authors concluded that the realization of a person's potential can only come with balanced developments in all his dimensions through a sound required program.

Sargent, Dudley A., "Should Physical Education Be a Required Subject?," The Making of American Physical Education, pp. 139-144, edited by Arthur Weston, Appleton-Century-Crofts, New York, 1962.

According to Sargent, if the requirements of physical fitness and efficiency are not introduced and maintained in our schools, they will not be met by any other agency in our society. Sargent noted with the lack of required physical education we shall have a continuance of the conditions that prevail today where one class of students carries bodily training in athletics in excess, a few exhaust their vitality through excessive mental applications, while the largest class does not get enough bodily training to keep in good physical condition. Sargent added that what we want to foster among our youths is not a spirit of competition as many think, but the spirit of emulation that makes the highest mental and moral attainments the goal to be won, and recognizing the end as physical efficiency.

Thomas, G. Patience, "Insecurity Is Required Gym Class," Physical Educator 28:8-90, March, 1971.

Thomas examined the problem of student insecurity in the required physical education class. Thomas noted that the major problem of insecurity is teacher-induced. Students feel insecure when the teacher's physical appearance, fitness, and skills do not meet up to expectations of the activity. Other problems identified by Thomas include the actions and attitudes by class members which have a damaging impact on the self-confidence of individuals, individual situations which center around physical self-concept, fears about being hurt, and situations arising from the conduct of inter-scholastic athletic programs which in many cases are coached by the physical education teacher. Thomas concluded that knowledge, recognition, humanism, and evaluation of these problem areas can better generate productive activities of the required physical education program.

Curriculum Designs

Bucher, Charles A. and Koenig, Constance R., Methods and Material for Secondary School Physical Education, C.V. Mosby Co., St. Louis, Missouri, 1974, 393 pp.

The authors noted that the curriculum design for any physical education program must provide activities such as team, individual, and dual sports, rhythms, calisthenics, self-testing and leisure activities, and movement education. These activities are determined when desired objectives and the knowledge of the different growth characteristics at the different grade levels are understood. The authors strongly noted that special consideration of physiological, psychological, and sociological principles play a very important role in the determination of curricular design.

Corbin, Charles B., "Changing Consumers Mean New Concepts," Journal of Physical Education and Recreation 49:43, January, 1978.

Recent studies have called for a change within the physical education curriculum according to Corbin. A study has shown that 63% of American adults felt that what they learned in physical education as a student was not applicable for use in modern society. Also, 45% of adults in the same study, do not engage in physical activity. Their belief is that they receive enough through normal daily routines. Utilizing this study, Corbin designed a "concept" approach program with the following objectives: (1) to help students learn "why" physical activity is important, (2) to learn "how" to exercise properly, and (3) to help learn "what" their needs really are. Corbin concluded that this program assists students in adapting toward their needs now and in the future.

Willgoose, Carl E., The Curriculum of Physical Education, 2nd Edition, Prentice-Hall Inc., Englewood Cliffs, New Jersey, 1974, 372 pp.

Willgoose reported that physical education has reached a level of sophistication at what serious thought can and should be given to a carefully reasoned and well designed program. Willgoose noted that the design of a proper physical education curriculum should take into account (1) that physical education is an essential part of the total school effort, (2) it reflects the nature and needs of a democratic society, (3) it is organized into an unbroken flow of experiences beginning with early childhood, extending through post-secondary education, and into later life education, (4) it is well balanced and affords varied experiences that contribute to desirable outcomes for all age groups, (5) it is as faithful as possible to the philosophies, discoveries, insights, major trends, methods and material of physical education in general, and (6) is based on a rigorous criteria for content selection. According to Willgoose, a well designed program provides a continuum of experiences for the learner for total or complete development.

Life-long Programs

Doherty, John P., "Life Long Physical Education," Physical Educator 32:198-199, December, 1975.

Doherty noted that life long physical education programs are activities that provide exercise, enjoyment, and satisfaction long after school has ended. The best lifetime sports are activities which can be performed either alone or with a small number of companions. According to Doherty, life long physical education programs have evolved because after high school it is too difficult to assemble ten or more people together for team sports week after week, year after year. The life long physical education curriculum includes activities such as golf, tennis, archery, badminton, softball, volleyball, and many other popular team and individual sports.

Straub, William F., The Lifetime Sports-Oriented Physical Education Program, Prentice-Hall Inc., Englewood Cliffs, New Jersey, 1976, 185 pp.

Straub noted that lifetime sports or leisure time activities were brought about in the early seventies because middle aged men showed increased signs of obesity, shortness of breath, and clogged arteries. According to Straub, a lifetime sports program does not replace the traditional physical education program, but instead it becomes an integral part of the whole program. Both programs share values in contrast to team sports in that they provide students with skills, knowledge, and attitudes that will enable students to enjoy and profit from physical activity throughout life. Major emphasis on lifetime sports programs are placed on activities that will adapt to today's standards such as tennis, racketball, golf, with little emphasis on the traditional programs which focus on high team games like football, basketball, and wrestling.

The Future of Physical Education

Krotee, March L., "Past and Future," Journal of Physical Education, Recreation, and Dance 53:52-55, May, 1982.

Krotee stated that education must not only prepare individuals for the foreseeable future, but must assist them to become more adaptable and copeable. Krotee noted that the role of physical education will be to develop these capacities with emphasis on providing for individual differences, the need for relevance, the removal of requirements, and the desire to offer the best possible programs. Flexible time schedules and facilities emphasizing the "pod" or "lab" will lend support for individual, cooperative, and competitive learning to ensure that students will fulfill their projected needs, objectives, goals, and desires. The curriculum called for a return to the basics through modern or leisure type activities. The basics conceived by Krotee are physiological and psychological assessment, personalized goals and objectives, individualized or group instruction and placement, physical activity participation, monitoring, and follow-up. Krotee noted that these could be developed by the student and instructor to ensure that the basics and overall goals are met.

Laughlin, Neil, "Physical Education - 2000 A.D.," Physical Educator 29:115-118, October, 1972.

According to Laughlin, there are three distinct trends in physical education that will be recognized in the future. The first trend will necessitate the development of much more creative use of leisure-time activities because of automation. In Laughlin's next trend, he noted an increased desire for coeducational activities, spectator sports (i.e., football, basketball, baseball) will decline and gradually be replaced by a nation of coeducational participants. The last trend, Laughlin predicted, that the aesthetic aspects of physical activity will receive greater emphasis. This expanded concern with aesthetic aspects of physical activity will engender an attitude toward sport which differs widely from that which is prevalent in this country today. Overall, Laughlin perceived a return to the philosophy of physical activity that was characteristic of ancient Greece (i.e., sound mind and sound body).

Levy, Joseph, "Toward A Humanistic Approach to Sports and Leisure: Implications Beyond 2001," Journal of Physical Education, Recreation, and Dance 54: 12-14, April 1983.

Levy reported that in the next century, physical education will evolve around a more humanistic approach and be totally involved with sport and leisure time activities. Through the humanistic approach, Levy stated that there will be a tremendous shift in the values of "me-ism" to "commitment", which will mean more emphasis placed on the family and family happenings, work, religion, community, and other traditional institutions. Levy utilized a 1981 cultural study which indicated that 50% of Americans engage in activities that create closer bonds with neighbors, coreligionists, coworkers, and others who form the community. Levy concluded that the physical education curriculum of sport and leisure activities in tandem with community and personal values will contribute toward the humanistic approach and the achievement of an optimal quality of life.

Marsh, Richard L., "Physically Educated - What It Will Mean for Tomorrow's High School Student," Journal of Physical Education and Recreation 49:50, January, 1978.

Marsh stated that a physically educated individual of the future will have to possess (1) an accurate concept of his capabilities and limitations, (2) a broad-based familiarity with the varied activities and resources available to him within his community, and (3) a scientific knowledge of the special benefits - physical, social, mental, and emotional of various activities. Physical education programs today must prepare the high school student for the future, which express these characteristics. Marsh noted that schools must incorporate programs so students are able to identify their interests, correlate these with their capabilities, and personal activity programs aimed at achieving health, physical, and leisure goals.

Ziegler, Earle F., "Sculpting the Future - Our Challenge for the 80's," Journal of Physical Education, Recreation, and Dance 54:14-15, January, 1983.

Ziegler noted that physical education - "is quite seriously ill," because the profession is not growing and developing as rapidly and as strongly as it should be in our changing society. He expressed that the future professionals of physical education must sharpen the image by not trying to be all things to all people. The future must focus primarily on human motor performance in sport, exercise, and related expressive activities which will contribute significantly to the overall development of mankind and the profession of physical education.

SUMMARY

According to Hackensmith and VanDalen, primitive man's physical activity was an essential and natural way of life. Eisen and Howell noted archeological and written evidence of early civilizations taking part in various physical activities on the same basis of primitive man's society. Forbes and Leonard asserted that the Greeks were the main cultural society to formulate and stress the necessity of physical activity. Seidel noted that the dark ages had a disastrous effect on physical education, but the era of "scholastism" brought about many physical education developments, according to Rice and Schwendenen. Zeigler and Zingale pointed out that European philosophies and theories had a tremendous impact on the development of physical education in the United States.

It was the contention of Barrow, Bucher, Davis, Elkins, Luxmore, and Wasserman that physical education makes numerous contributions to the total development of participating individuals and to general education. Bailey, Gallahue, Hanson, Kinder, and Nixon claimed that physical education is a necessary and integral part of the educational process. Carlson and Martens reported that daily physical education experiments in Canada have supported the claims for the importance of physical education. Benveniste, Gallahue, Rickard, and Shelton emphasized that the goals, aims, and objectives of physical education are directed toward the development of the whole individual.

Branta and Matthews identified the physiological considerations that must be utilized in determining physical education activities, and Bailey, Haywood, and Kuntzleman reported on the effects physical education has on the body. Curry, Lorch, Pangrazi, Polidoro, and Warren reported on the psychological value physical education has on participating individuals. Austin, Bain, Dumazedire, and Kenyon identified the sociological interpretations physical education has on its participants.

Sanborn, Sargent, and Thomas emphasized the necessity for a required physical education curriculum, whereas, Grebner and Lewis identified rationale reasons for an elective physical education curriculum. Bucher, Corbin, and Willgoose identified the basic considerations and recommendations for curriculum design. Doherty and Straub report on the necessity for lifetime sports and activity programs in the required and elective physical education curriculum.

Krotee and Laughlin noted the major trends for future physical education programs, and Zeigler identified the professional development for future physical educators. Marsh noted specific considerations that must be met to physically educate the student of tomorrow, and Levy reported on future programs utilizing the humanistic approach.

CONCLUSIONS

Historically, physical activity was the ways and means for survival in primitive societies. The Greeks' philosophical approach of "a sound mind and a sound body" has been the foundation for the development and implementation of physical education programs. The Greeks realized the importance and necessity of physical activity as a means of total development. The foundation established by the Greeks has survived many transitions throughout history and has evolved in an educational discipline that has many ramifications.

Physical education is a necessary and integral part of the educational process because it assists in the development of the total individual through culturally approved activities. Supporters of the discipline claim that physical education comes closer to the total development of the individual than any other subject in the curriculum because of its unique goals and objectives. Physical education aids in the total development of individuals through goals, aims, and objectives that meet today's educational goals and student needs in this ever changing society.

Physical education contributes to the physical, mental, emotional, and social developments of participating individuals. Physical education activities provide unlimited opportunities for individuals to develop physical skills, knowledge, positive self-images, and rich social experiences, which contribute to the development of the whole being.

Supporters of the required physical education program maintain that if the requirements is lifted, those who need physical activity the most will fail to take elective physical education thus promoting a weak and listless society. Advocates of the elective program emphasize that if programs are promoted and administered properly, the need for required physical education could be aborted. The curriculum design must provide a variety of experiences that will assist in the total development of individuals, whether the program is required or elective. The supporters of lifetime sports and related activity programs stress curriculum presence because of their beneficial effect on the society of tomorrow.

The educators of physical education must recognize that growth and change are essential characteristics for professional development. The physical educators of the future will have to plan, promote, and administer programs that will have beneficial effects on the total individual and one that meets the educational goals and needs of today's students and schools.

RECOMMENDATIONS

It is recommended that:

1. Students, parents, administrators, and support staff recognize that physical education is a necessary discipline because of the many beneficial characteristics which assist in the development of the whole individual.
2. Physical education must be considered a daily-required or elective subject because of presented scientific data.

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APPENDICES

APPENDIX A

Classification of Activities

The following list of activities, categorized under descriptive headings, has been drawn from many sources and is presented as a usable classification. It is not in any sense to be all inclusive.

Fundamental Movements

Reaching	Hanging
Grasping	Swinging
Kicking	Pushing
Rolling	Pulling
Twisting	Lifting
Creeping	Throwing
Crawling	Running
Standing	Jumping
Walking	Climbing

Team Games

Baseball	LaCrosse
Basketball	Soccer
Field Hockey	Speedball
Flag Football	Touch Football

Games and Relays

Broom hockey	Shuttle relays
Circle games	Street games
Circle relays	Tag games
Mimetics	

Self-Testing Activities

Gymnastics
 Rope climbing
 Rope skipping
 Stunts

Track and field
 Trampolining
 Tumbling

Winter Sports

Bobsledding
 Skating
 Skiing

Snowshoeing
 Tobaganning

Conditioning Activities

Calisthenics
 Circuit training
 Cycling
 Isometric exercises

Jogging
 Relaxation
 Roller skating

Outdoor Activities

Backpacking
 Camping
 Mountain climbing

Orienteering
 White-water canoeing

Rhythmic Activities

Ballet
 Ethnic dance
 Modern dance

Social dance
 Square dance

Aquatics

Boating
 Canoeing
 Diving
 Lifesaving

Rowing
 Sailing
 Scuba diving
 Swimming

Lifetime Sports

Archery
 Badminton
 Bowling
 Fencing
 Flycasting
 Golf
 Handball

Horseshoes
 Horsemanship
 Paddle rackets
 Shuffleboard
 Tennis
 Tetherball

Combatives

Boxing
Judo

Karate
Wrestling

Adapted Physical Education

Body-building exercises
Body mechanics
Corrective activities
Sports for the handicapped

Source: Daughtrey 1971

APPENDIX B

Professional Physical Education Organizations

1. American Academy of Physical Education (AAPE)
 School of Physical Education
 University of Minnesota
 Minneapolis, Minnesota 55455

Established in 1926, to advance knowledge, uplift standards, and bestow honors in the fields of physical education. Membership is limited to 125 active members who have made significant contributions to these specialized fields through research, writing, or exceptional service.

2. American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD)
 1900 Association Drive
 Reston, Virginia 22091
 (703) 476-3400

Established in 1885, has over 50,000 members organized into six geographical districts and seven separate sub-associations. The Alliance and sub-associations publish professional literature, organize and conduct conferences and workshops, and hold state, district, and national conventions. The sub-associations are:

- American Association for Leisure and Recreation (AALR)
- American School and Community Safety Association (ASCSA)
- Association for the Advancement of Health Education (AAHE)
- Association for Research, Administration and Professional Councils (ARAPC)
- National Association for Girls and Women in Sport (NAGWS)
- National Association for Sport and Physical Education (NASPE)
- National Dance Association (NDA)

The Alliance has five publications, the Journal of Physical Education, Recreation, and Dance (9/year), Health Education (6/year), Leisure Today (2/year), Update (9/year), and the Research Quarterly. In addition, it publishes many other pamphlets, books, and materials pertinent to the work of the Alliance.

3. The Canadian Association for Health, Physical Education and Recreation (CAHPER)
703 Spadiva Avenue
Toronto 4, Ontario

Originally organized in 1933, through joint efforts of the Quebec Physical Education Association and the Toronto Physical Education Association. The aims of the Association are to encourage, promote and stimulate health, physical education and recreation. CAHPER's publications include the Journal of Canadian Association for Health, Physical Education and Recreation and the Canadian Journal of History of Sport and Physical Education.

4. Delta Psi Kappa
6641 Lasley Shore Drive
Winneconne, Wisconsin 54986
(414) 582-4561

Founded in 1916, Delta Psi Kappa is a professional organization for women who have majors or minors in health, physical education, and recreation. The official publication of Delta Psi Kappa is The Foil (published semiannually in January and May), which contains news and articles from the various chapters, contributions from outstanding leaders in the profession, and workshops and book reviews.

5. Phi Epsilon Kappa
9030 Log Run Drive, N.
Indianapolis, Indiana 46234
(317) 299-4004

Founded in 1913, Phi Epsilon Kappa is a fraternity for men engaged in the professions of health, physical education, and recreation. The main goal of this organization is to elevate the standards, ideals, and ethics of those engaged in teaching in the fields of health, physical education, and recreation. Publications include the Physical Educator and abstracts of foreign physical education literature.

6. The Society of State Directors of Health, Physical Education and Recreation (SSDHPER)
9805 Hillridge Drive
Kensington, Maryland 20895
(301) 949-2226

Founded in 1926, their purpose is to promote sound school programs on health, physical education, safety, recreation, and athletics throughout the U.S. Publishes monthly newsletters.

Primary Source: Akey

APPENDIX C

Notable Contributors to the Field of Physical Education

Aristotle

Aristotle held that the body and soul are closely inter-related and that mental faculties are affected by bodily movements and conditions of body health. Physical education, according to Aristotle, should help one to live a virtuous life and not one of conquest.

Bancroft, Jessie H.

A pioneer woman in the field of education. She greatly influenced the development of physical education as a responsibility of home room teachers in elementary schools. She also contributed various ideas to the field of posture and body mechanisms.

Basedown, Johann Bernhard

Established the school of Philanthropinum in 1774, which has a daily physical education program. Basedow's model school influenced the growth of physical education in Germany as well as in the rest of the world.

Beecher, Catherine E.

In 1828, Beecher provided a planned program of physical education, composed mainly of calisthenics done to music (aerobics) at the Hartford Female Seminary.

Bishop, Nathen

The first Superintendent of Schools (Boston) to organize physical education programs as part of the regular curriculum in elementary and secondary schools in the 1850's.

Bukh, Niels

Bukh's contribution to the field of physical education was his innovation of the "Primitive Gymnastics" program which attempted to build the perfect physique through a series of exercises that were performed without cessation of movement.

DaFeltra, Vittorino

One of the first teachers in Italy and Europe to combine physical and mental training in a school situation. His objectives emphasized that it was good for disciplining the body and that good physical education helped children learn other subject matter much better.

Dewey, John

Recognized as the foremost leader in the field of education and one of the leaders of the activity movement.

Hetherington, Clark

Well known for his contributions toward a clearer understanding of children's play activities in terms of survival and continued participation.

Jahn, Friedrich

Jahn inaugurated the Turnverein (gymnastic association). Largely responsible for the development of gymnastics equipment and his physical education curriculum in Germany and the United States.

Ling, Per Henricle

Ling's greatest contribution to physical education was in his efforts to make physical education a science. He utilized sciences of anatomy and physiology, to determine what was inherent in physical activity to enable the body to function at a more optimum capacity.

Luther, Martin

A leader of the Protestant Reformation, viewed physical education as a substitute for vice and evil pursuits during leisure hours and a medium of promoting one's health.

Plato

Recognized the importance of physical education for both men and women. He thought that physical education and music were important phases of education.

Sargent, Dudley H.

Well known for his contributions in the field of teacher preparations, remedial equipment, exercise devices and scientific research in the late nineteenth century.

Socrates

He stressed the general utility of physical education and the importance of health in achieving life purposes.

Spiess, Adolph

Many of his theories and practices have been incorporated in school programs of physical education the world over. He recognized and appreciated the valuable contributions of a physical education program in developing the body and in developing an individual socially and morally.

Source: Bucher 1975